

# Northumbria Research Link

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# Making Practice Based Learning Work

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# Background to MPBLW Project

## Project Aim:

- To make practitioners more effective at supporting & supervising students in the workplace across a range of healthcare disciplines

# Project Phases

## Phase One:

- Identification and documentation of good practice on how practitioners are prepared for their educational role.
- Inform development of learning materials for use by practitioners.

## Phase Two:

- Design, pilot and implement resources to:
  - a. enhance preparation of practice supervisors.
  - b. meet the needs of culturally diverse health & social care teams.

# Project Phases

## Phase Three:

- Review developed resources.
- Disseminate and embed the project outcomes in a planned and comprehensive manner within and across health and social care disciplines.

## Transferability Phase:

- To transfer an existing resource for development of work-based educators to non health disciplines.

# Resources 1

## Portal of online knowledge resources:

- Learning & Teaching in Practice
- Supporting Learning & Teaching in Practice
- Assessment in Practice
- Interprofessional Learning in Practice
- Reflection on & in Practice
- Diversity in Practice
- Generic & specific skills resources

## Resources 2

Set of commissioned online learning materials:

- **An Introduction to Practice Education**
- **Managing the Placement Learning Environment**
- **Managing the Placement Learning Experience**
- **Developing New Supervisors and Assessors of Practice Learning**
- **Assessment of Students in Health and Social Care: Managing Failing Students in Practice**
- **Mentoring**
- **Reflection on Practice**
- **Learning and Assessing through Reflection**
- **Understanding Dyslexia: An Introduction**
- **Communication Skills Workbook**

# Resources 3: Toolkit

## Unit One: Learning and Teaching in the Work Place

### Learning Outcomes:

- Discuss the different ways people learn
- Evaluate the range of methods used to aid learning in the workplace
- Develop the skills essential to successfully teach in the workplace
- Design, plan, implement and evaluate a learning programme in the workplace



# Resources 3: Toolkit

## Unit Two: Supporting Learning in the Work Place

### Learning Outcomes:

- Appraise the roles and responsibilities of individuals associated with teaching and learning in the workplace
- Differentiate between different learning environments
- Demonstrate the skills required to effectively support learning in the workplace
- Evaluate his/her role in providing support for learning

# Resources 3: Toolkit

## Unit Three: Reflection in and on the Work Place

### Learning Outcomes:

- Identify barriers to reflection and ways to minimise their effects
- Use a model of reflection to facilitate student learning in the workplace

# Resources 3: Toolkit

## Unit Four: Assessment in the Work Place

### Learning Outcomes:

- Investigate the need for assessment
- Analyse and compare the types of assessment in the workplace
- Redefine assessment and constructive feedback as an aid to learning
- Examine skills essential for effective assessment
- Identify strategies to manage failing students in the work place
- Plan, implement and evaluate assessment in the workplace

# Resources 3: Toolkit

## Unit Five: Working with Others in the Work Place

### Learning Outcomes:

- Recognise and understand the role of others and their contribution to learning in the workplace
- Develop a strategy for dealing with barriers of working with others and how to obtain their co-operation
- Formulate and deliver effective methods of involving others to aid learning in the workplace

# Resources 3: Toolkit

## Unit Six: Diversity in the Work Place

### Learning Outcomes:

- Identify the diverse needs of individuals involved in learning
- Maximise the individuals potential to learning in the workplace
- Work with a range of people from different backgrounds

## Resources 4

### Online documents:

- Learning & Teaching in Practice
- Supporting Learning & Teaching in Practice
- Assessment in Practice
- Interprofessional Learning in Practice
- Reflection on & in Practice
- Diversity in Practice

# Mapping Standards

- NHS Knowledge and Skills Framework
- Nursing & Midwifery Council's Standard to Support Learning and Assessment in Practice
- Health Professions Council's Standards of Education and Training
- National Occupational Standards for Management and Leadership
- Higher Education Authority's Standards Framework for Teaching and Supporting Student Learning in Higher Education.

# Mapping Framework

- NHS Knowledge and Skills Framework
- Nursing & Midwifery Council's Standard to Support Learning and Assessment in Practice
- Health Professions Council's Standards of Education and Training
- General Social Care Council (in progress)



# Using the Resources

## Resources for learning in the workplace

- Consider the nature & content of the resources
- Identify three ways in which the resources might be used to support learning in the workplace
- Discuss your ways with group members and agree three in which the resources might be used to support learning in the workplace
- Feedback group decision

# Main Issues

1. How can health care professionals effectively use these outputs?
2. Should their use be discipline specific?
3. What strategies would promote continued use of the materials to enhance practice based learning?